**EDC 423 Informational Text Plan**

**“Cheetahs”**

**Brianna Thomas and Andrea Giacobbe**

**Part 1: Text Analysis**

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| **Resources** | **Challenges** |
| Pg. 12 1st column: Author starts 1st paragraph to set up how cheetahs are not as strong as one may think as hunters – uses transition sentence in 1st paragraph, then states weaknesses in next paragraphs | Pg. 12 2nd Column: “the cheetah is one of the world’s most successful predators” - children may be confused; previous paragraph gave all weaknesses  (how is it successful?) |
| Pg. 12: Vocabulary words are bolded - easy to highlight their significance (most are followed by a definition) | Pg. 12: No definition for “prey” or “predator” on the page - confusion on how cheetah is predator |
| Pg. 13: Author gives examples of adaptation and reinforces each with “[blank] is an adaptation”(structure as a reinforcer) | Pg. 13: “camouflage” - author attempts to describe but may not be enough for students to connect (needs to connect skin “blends with grass” which disguises then from gazelles). |
| Pg. 13 Picture: The picture describes the action of the cheetah in the first paragraph - gives the students a visual and relation to how a termite mound is tall. | Pg 14: Significance of word “lean” - students may not understand context if they do not understand word (being lean helps cheetah perform) |
| Pg. 14 Heading “Ready, Set, Go!” is great to explain how cheetah catches prey; structure of ready, set, go also enforced in the first paragraph - “watches, waits, leaps, runs” | Pg 14: child may not know which context of word “spring” to describe cheetah (may differ depending on grade level) - may need realia to explain |
| Pg. 14: 2nd to last paragraph describes how cheetahs need a lot of oxygen to run fast - paragraph also describes how this is possible (large lungs allow to take in air; large lungs = more oxygen; oxygen=air) | Pg 14: word “blunt” - not helpful to describe claws (semi-retractable which is mentioned later is better word) - attempt to describe later may confuse students |
| Pg 14: “A cheetah can run at top speed for about 30 seconds” - repeated throughout article to stress importance | Pg. 14: “boats rudder” - is this relatable to a young student? (need to know importance of rudder) |
| Pg. 14: If students do understand rudder (or if teacher describes it early on) , author attempts to explain how tail is like a rudder | Pg. 15: Picture that attempts to describe rudder may confuse students even more. |
| Pg. 16 1st column: Author uses a lot of description to allow students to create their own mental representation. |  |
| Pg. 16 1st column: Description also compliments “Ready, Set, Go.” |  |
| Pg. 16 last paragraph: allows students to infer cheetah is not only predator in the wild. |  |
| Pg. 16 2nd column: This paragraph is a good summary for students |  |
| Pg. 16-17: picture of “cheetahs in the wild” is a helpful aid for students |  |
| Pg. 17: Picture “Wordwise” definition of some bolded vocab (helpful resource). |  |

**Part 2: Learning Goals**

**Main Ideas:**

* Cheetahs are one of the most successful predators in the world
* Cheetah’s bodies are adapted so they can survive their environment.

**Big Ideas**

* Animals bodies, not only cheetahs bodies, are specifically adapted so that they can survive in their environments
* Even though some predators have characteristics that allow them to have an advantage over their prey, they still have weaknesses that limit the way they hunt.

**Learning Goals:**

**Why are cheetahs one of the most successful predators in the world?**

* -Cheetahs have many characteristics that make them different from other predators or other animals, such as:
  + sharp eyes or good vision
  + black markings under their eyes to keep away the sun’s glare
  + fast - fastest land animal in the world
  + patient when catching prey - can only run fast for 30 seconds
* -Cheetahs have adaptations that them to survive their environments, such as:
  + spotted fur that acts as a camouflage
  + flexible spine that allows for a spring-like motion when running
  + Pivotal hip bones which allow the cheetah to stretch legs further when running
  + Large lungs that allow more oxygen intake
  + Semi-retractable claws and grooved foot pads for better traction
  + Long, heavy tail to keep balance while running

**How have certain characteristics and adaptations allowed cheetahs to survive in their environment?**

* -The characteristics and adaptations of a cheetah allow it to hunt effectively; camouflage, flexible spine, black under-eye markings, flat tail, etc.

-Without these cheetahs would not be good hunters (poor night vision, stamina of 30 seconds, dull claws).

**Part 3: Planning your Launch**

* Ask students if they are familiar with cheetahs and go over some of the physical characteristics of a cheetah.
* Talk about what kind of an eater a cheetah is (omnivore, carnivore, herbivore), also mention the concept of predator vs. prey

**Part 4: Planning your exit**

Make a list of a cheetahs body parts and a list of the different adaptations and have the students match the body part with the correct adaptation.

Break the students into small groups and assign each group a body part and have them act out or demonstrate the adaptation that the body part provides and have the other students guess.

Make a K-W-L chart with your students on the board regarding adaptations/characteristics and before reading ask them what they think some are, during reading you can write some down as you go along and then after reading you can go back and talk about why certain adaptations/characteristics help the cheetah.

**Part 5: Planning ways to Support Student Interactions with Text Ideas**

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| Page/ending phrase | Questions and responses you expect |
| Pg. 12 end of column 2 | Q: Is a cheetah a successful predator?  A: Yes, one of the worlds most successful.  F: Why?  A: Its body has adaptations to help it thrive in the grassland. |
| Pg. 13  “so the cheetah can see better” | Q: What adaptation did we just read about?  A: Black markings under eyes  F: How do these help the cheetah?  A: They help cut down the glare from the sun so the cheetah is able to see better. |
| Pg. 13  “ This is called camouflage” | Q: What part of the cheetah acts as camouflage?  A: The fur  F: How?  A: It helps the cheetah blend in with the grass  F: How is this beneficial to the cheetah in terms of catching their prey?  A: They can blend in with the grass so their prey does not see them coming. |
| Pg. 14  “ Even its bones have adaptations to help it run across the grasslands” | Q: Is a cheetah a good runner?  A: Yes, they are the fastest, land animal in the world.  F: How come?  A: Their body is lean and built for speed and its bones have adaptations that help it run fast across the grasslands.  F: Do you think the cheetah is able to chase its prey?  A: Yes, because they are the fastest land animal so they should be able to outrun any other animal they may want to catch. |
| Pg. 14  “ The cat looks like it is flying” | Q: What did we just learn about the way a cheetahs body moves when it runs?  A: Its spine acts like a spring, and its hip bones can pivot or turn around.  F: How does this help a cheetah?  A: The spine arches up and then flattens out at the same time the legs can extend in both the front and the back so at one point all four legs are off the ground so the cheetah is basically flying through the air. |
| Pg. 14  “ its toes grip the ground” | Q: What adaptations do a cheetahs feet have?  A: Hard, tough ridges, toes grip the ground.  F: How are they helpful?  A: They help to prevent skidding and during a chase they grip the ground to make the cheetah run faster. |
| Pg. 14  “ Its tail moves in the direction of the turn” | Q: What kind of a tail does a cheetah have?  A: Flat, like a boats rudder.  F: How is it helpful?  A: It helps the cheetah keep its balance and when the body turns the tail moves in the direction of the turn.  Q: Do you think the cheetah falls a lot when it is running?  A: No because its flat tail helps the cheetah to keep its balance. |
| Pg. 15  Picture | Q: What do you notice in the picture?  A: The cheetahs tail is moving in the direction of its turn.  F: Do you think that the cheetah is going to make the turn?  A: Yes, because its tail has adapted and will work as a rudder to help the cheetah keep balance. |
| Pg. 16  “The gazelle can no longer breathe. It dies.” | Q: Was the cheetah successful in catching its prey?  A: Yes, the gazelle is dead.  F: What helped the cheetah catch the gazelle?  A: The cheetah was able to keep up with the gazelle because of its fast speed and the cheetah used its claws to swat the gazelle and make it fall down. |
| Pg. 16  “All these adaptations make the cheetah an awesome predator” | Q: What are some adaptations we just read about?  A: The cheetah has sharp eyes that can see great distances, its body and legs give it lightning speed, and the tail and feet help it to run fast.  F: Do you think the cheetah is usually able to catch its prey?  A: Yes, because the cheetahs body is so well equipped that it should not have any trouble when trying to catch its prey. |
| Pg. 17  “cheetahs body is adapted to help it survive…” | Q: In what ways is a cheetahs body adapted to help it survive in its environment?  A: It has a lightweight skeleton, flexible spine, semi-retractable spine, and a large heart and lungs.  F: How do these things help a cheetah?  A: They make it easier for a cheetah to run and provide better traction for running. They can take in more air to avoid muscle fatigue and help to make a springlike motion.  Q: Do you think this body type would survive well in another environment?  A: No, the cheetahs body has adapted to be successful in this environment. |

Brianna Thomas

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**Part 6. Reflect on what each of you (you and your partner contributed to this learning experience).**

From this text-based discussion activity, I used my knowledge of google docs to help make the project go smoother. Because Andrea and I were unable to meet, we used google docs so that we could share our work with one another and use each other’s work to help our own. I used my knowledge of analyzing the text to do the first 2 parts of the project. I do well with breaking down a text and finding connections within it, so I was able to do part one and two so that Andrea had a good amount of information that she could use to build parts 3-5. From what we learned in class, I was able to have a better idea of what the big and main ideas were as well. Also from this text-based discussion activity, I gained knowledge from Andrea and the work that she did. I was not sure how to launch the article, but I felt that she gave good creative ideas of how to get the kids motivated about reading “Cheetahs.” I also gained a better understanding of the right questions to ask during a student discussion. Andrea found good parts to stop and ask the students questions so that they could better understand the material.

Andrea Giacobbe

I enjoyed working with Brianna on this project I think we both brought helpful and different ideas to the group that allowed the other to develop good ideas for the project. I think that personally I have a good understanding of what a book launch and exit activity should be like and what they need to accomplish so I felt more comfortable working on those aspects of the project. Brianna came up with good learning goals for our students and the learning goals were very helpful to me in deciding which parts of the text we should stop and talk at. For this type of project I think that it was beneficial to work with a partner because when reading the article we might have picked up on different things that you did not realize the first time through. After reading through the text analysis and seeing what Brianna listed as challenges and resources it was helpful for me to think about where would be some good places to stop and certain things to maybe highlight for the students as we were reading the article. I tried to have the book launch focus on really getting the students to think about cheetahs and the different adaptations and characteristics their bodies have. This article contains a lot of information so it was nice to have two sets of eyes reading through it and picking out what w thought were the most important parts. I think Brianna and I did a good job at highlighting the important parts of this text and figuring out what we want our students to get out of this reading.